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ABSTRACT

Intended for children, adolescents, or young adults with learning disabilities, this booklet stresses understanding the disability and building self esteem. The booklet begins with brief vignettes of famous people who had trouble learning then goes on to specify what a learning disability is and is not with emphasis on learning to understand one's feelings and controlling feelings by changing thoughts. The third section focuses on individual differences while the fourth section looks at possible causes of learning problems. The fifth section lists 10 specific suggestions including using several senses together, reading aloud, using a computer, working behind a screen, and studying spelling in a different way. The following two sections look at how parents and siblings feel about a family member with a learning disability and views of young adults with learning disabilities. The final section provides a summary and reemphasizes the importance of thinking positively. A list of 17 recommended resources completes the booklet. (DB)

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YES YOU CAN!

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A BOOKLET TO HELP YOUNG PEOPLE WITH LEARNING DISABILITIES UNDERSTAND AND HELP THEMSELVES

by Joanne East

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This is a book about
learning problems.
As you probably know,
there are a few students
in every elementary school
classroom who have a
learning problem of
one kind or another.
There are also
older kids in junior high
school and high school
and even adults
who have
learning difficulties.
Maybe you are
one of these people.

This book was written
to help you deal
with this problem.

JOANNE EAST

The teacher who wrote this book is Joanne East, who was a speech therapist in DuPage County, Ill. before becoming a learning disabilities teacher in Naperville, Ill. She started the Naperville Association for Children with Learning Disabilities —a parent group—and taught the first class for parents at the College of DuPage. Joanne received her master of education degree from the National College of Education (now National Louis University). She is retired after 25 years of teaching and lives in Wheaton, Ill. She was assisted in this revision by Joan Russo, M.Ed., educational therapist, who has been offering evaluations, consultations and instruction, as well as giving workshops and lecture presentations for the past 16 years.

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YES YOU CAN!

HI!

MY NAME IS BONNIE. When I was in fifth grade, my teacher thought it would be nice to write a book for kids who have learning problems, so she wrote the first version of *Yes You Can*. When I was in second grade, I found out that I had a problem with reading, spelling and writing. It made me feel stupid. I would ask so many questions I was afraid that kids would think I was dumb. In third grade I found out I was good in math. This success, along with the encouragement I received from my family and teachers, gave me the confidence to work on improving my weaker skills.

I have recently graduated from college and gotten married and am now working as an electrical engineer. In college I had trouble keeping up with all the reading for my classes, but there were ways to get help. There were tutors who could help and I could get textbooks on audio tape. I enjoyed studying with friends. I could help some students with math and they could proofread my papers. I found that a word processor helped me write to the capacity of my oral vocabulary instead of using only the words I knew how to spell.

Even though I have made a lot of progress over the years, I still need to work on my weaker areas, but I have found I can do anything if I try hard enough. A good attitude is important!

I'M GREG OWENS. I'm 33-years-old. Until I was about four, I couldn't speak a word, so I wrote and illustrated my words. And from that, my artwork evolved. I learned to read and write before I could talk. I had a hard time learning math. I'm still not good at it, but with the help of some very good teachers, I finished my math at junior high school and had one year of algebra in high school.

I was 17-years-old when I did the illustrations for the first edition of this book, and was 27-years-old when I illustrated the revised edition in 1987. At the time, I had been involved in a program called Life Skills, which was helping me to live independently. Since then, I have been through the transitional living program and I'm now living in my own apartment. I also have a job at Jewel Food Stores which I've held for five years. Although I've graduated from Life Skills, I still go there at least twice a week. Once a week, I attend a work support therapy group to help me get along on the job with my co-workers and customers. And I still do various art projects for Life Skills and others.

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1

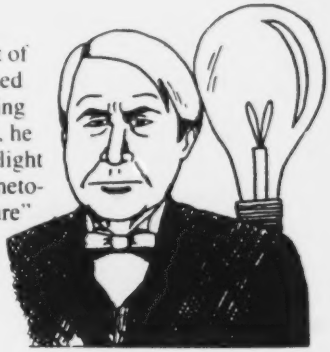
FAMOUS PEOPLE WHO HAD TROUBLE LEARNING

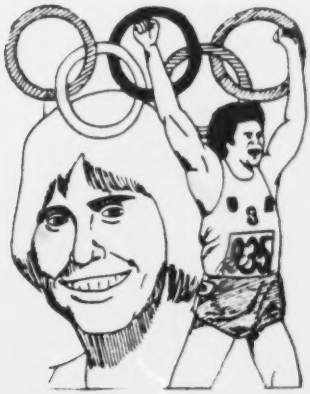
It may help to know that many famous people had learning problems.

Here are a few:

THOMAS EDISON

Thomas Edison was taken out of school because learning seemed impossible for him. His spelling and grammar were poor. Still, he went on to invent the electric light bulb, the phonograph, the Kinetoscope (the first "moving picture" machine), and other useful things.





BRUCE JENNER

Bruce Jenner said he was a slow learner and felt "dumb." He repeated second grade and struggled until high school, when he was told he had "dyslexia"—difficulty learning the skills of reading, writing, spelling, and sometimes also of listening and speaking clearly. In junior high school, he found he could do well in sports. He was bright and motivated and won Olympic gold medals in the running, throwing, and jumping events in 1976. Bruce has become a highly respected motivational speaker, sports commentator, businessman, commercial spokesperson, television personality, actor, producer, and author. A devoted father and husband, Bruce is also a loyal supporter of non-profit and charitable organizations such as the Special Olympics.

HANS CHRISTIAN ANDERSEN

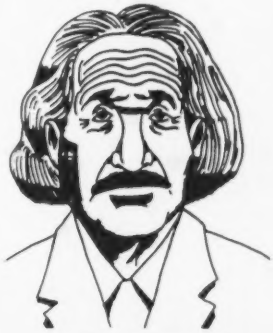
Hans Christian Andersen struggled in school and was unhappy as a child. Private tutoring helped him pass examinations, and at age 23, he was ready to be a writer. He wrote 168 fairy tales, which have delighted children and adults everywhere. He became Denmark's most famous author.

LOUIS PASTEUR

Louis Pasteur's mind was considered "slow," and he was hardly noticed at school —but he was a hard worker. He later did much to help mankind. He solved problems in industry, agriculture and medicine, saved lives and made the world a better place in which to live. He developed the method called pasteurization in which milk is heated then cooled to make it safe to drink, made new discoveries about bacteria and diseases and developed vaccinations against certain diseases, including rabies.

BEETHOVEN

Beethoven's music teacher once said of him, "As a composer, he is hopeless." Later he became known all over the world for being a great composer. He continued to compose even after he became deaf.



ALBERT EINSTEIN

Albert Einstein had a hard time learning languages, but he was very good at math. He failed tests to get into college the first time he took them. He later became a great thinker and physicist and figured out the theory of relativity—about motion, speed and gravitation.

WINSTON CHURCHILL

Winston Churchill spent three times longer in the lower grades than his friends, so he learned to use the English language very well. Later he used what he knew about sentences and grammar and began to write. He had a lot of energy and became a good organizer. He was knighted by the queen and won the Nobel Prize for literature. He was one of England's greatest prime ministers.

Rodin,
a famous sculptor,
Harvey Cushing,
a brain surgeon and
Nelson Rockefeller,
a United States vice president, could not read when they were young and had some trouble with reading even when they became adults.

TOM CRUISE

Tom Cruise had dyslexia as did others in his family. In kindergarten he couldn't tell whether letters like *c* or *d* curved to the right or the left. He attended many schools because his family moved a lot. To make new friends he took part in sports. Once in high school Tom Cruise was in a musical. He found out he felt at home on stage and realized he finally had a way to express himself.

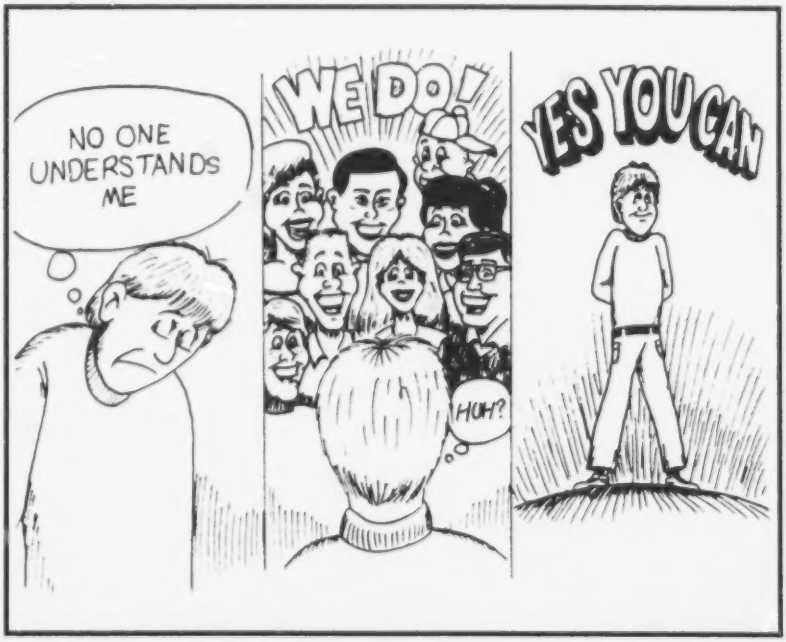
SYLVESTER STALLONE

Sylvester Stallone said, "I was told by my teachers that my brain was dormant, and I took it to heart and channeled a tremendous amount of energy into my physical development." He was a prankster and a troublemaker and he was dismissed from most of 12 or so schools he attended by the time he was 15. At 16 he went to a private school for students with behavior and learning problems. He was active in sports and acted in school plays. Later he studied screen writing and wrote as well as acted on stage and in movies. Now he says, "I make a living with my mind. My muscles I consider merely machinery to carry my mind around."

You probably
didn't realize that so many people have
overcome learning-related problems.
There are lots of boys and girls who think
that no one has the trouble they do
and that they will never get anything right.

Finding out about these successes may
help you to keep on trying. Usually, with
hard work and the right help, you can get it.

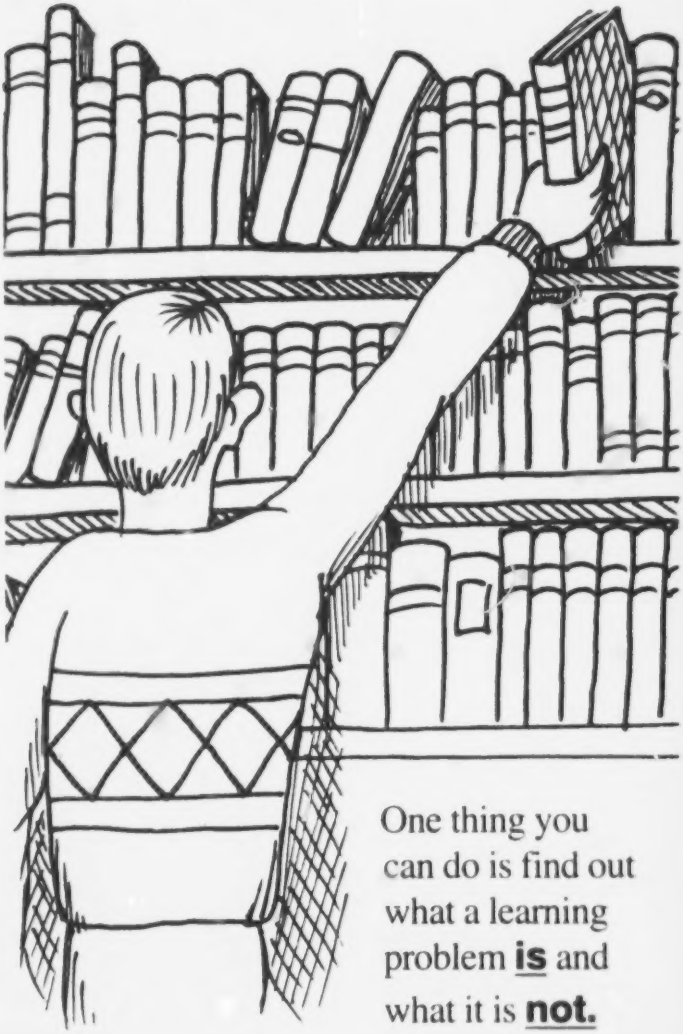
You can get it if you keep trying.



2

WHAT IS A LEARNING PROBLEM?

Many people have problems of one kind or another. The important thing, though, is not what a problem does to you, but what you do about that problem.



One thing you can do is find out what a learning problem **is** and what it is **not.**

What a learning problem **IS NOT:**

A learning problem is **not** the same as having mental retardation.

It **is not** being stupid or dumb.

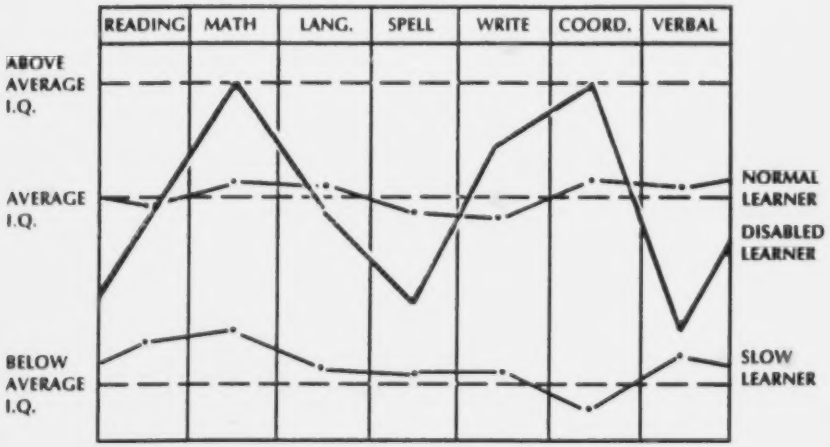
What a learning problem **IS:**

It is having an average or above average I.Q.

It is having special difficulty with one or more of these: reading, writing, arithmetic, spelling, putting your thoughts down on paper, remembering what you see or hear, coordination, paying attention, organization, sitting still.

Or it is having trouble understanding the rules of the game, making others understand what you are saying, getting the main point of what you hear or read, understanding everything the way it is meant, following directions, expressing yourself when talking, and getting your words mixed up when writing, or even with controlling yourself (you may want to, but are not able to), or **just feeling good about yourself.**

This graph helps show how people with learning disabilities compare with others.

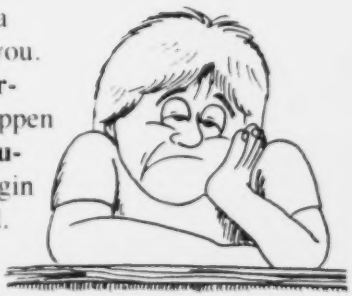


Another thing you can do is try to understand your feelings.

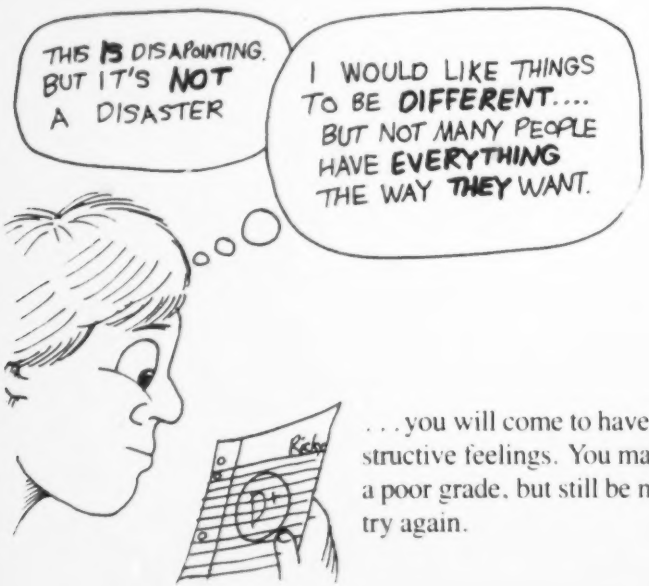
It's natural to feel frustrated when you can't make yourself understood or when you can't do well at something even when you're trying hard. You may feel angry when others tease or make fun of you or call you names. But there is something you can do about it.

You may be surprised to learn it is not people or events that upset you. **The way you think** about what is happening leads you to **upset yourself!**

Suppose you get a low grade on a paper or someone makes fun of you. If you think this is **awful!** I'm **terrible** at this. . . This shouldn't happen to **me!** I'll **get even!** I must be **stupid** . . . **worthless** . . . you will begin to feel hurt, angry and depressed.



If you can instead think . . .


THIS IS DISAPOINTING. BUT IT'S NOT A DISASTER
I WOULD LIKE THINGS TO BE DIFFERENT.... BUT NOT MANY PEOPLE HAVE EVERYTHING THE WAY THEY WANT.
Recho
D

. . . you will come to have more constructive feelings. You may be sad about a poor grade, but still be motivated to try again.

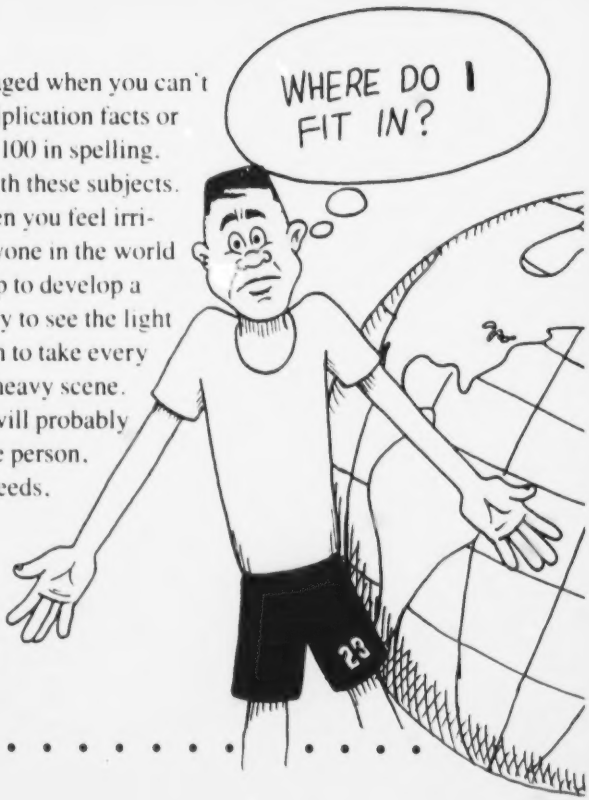
If someone teases you or calls you a name . . . does that mean you **are** that name? Does that change your **other** qualities? Does that make you unlikable?

NO!

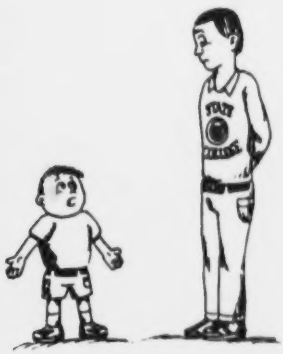
You can control your feelings by controlling what you think about an event.

To get more practice on learning to think this way, send for a catalog of books from No. 16, page 33. Other books your parents might want to read are listed in No. 17, page 33.

It's easy to feel discouraged when you can't seem to remember multiplication facts or when you can never get 100 in spelling. Chapter 3 offers help with these subjects. There may be times when you feel irritated or alone —as everyone in the world does at times. It can help to develop a sense of humor and to try to see the light side of things rather than to take every situation or failure as a heavy scene. If you can do this, you will probably become a more sensitive person, more aware of others' needs, than most people.



Learn to talk about your feelings.



Others have had those same feelings. You can share them with your parents or an adult who knows about learning or who understands problems. You might have a brother or sister to talk things over with. Besides parents or other relatives, there are classroom teachers, reading teachers, speech teachers, and learning disabilities teachers with whom you can talk. Some schools have social workers who really like to listen to people and who are interested in them. A person at your church might be helpful. Usually we feel better if we are able to talk about things that bother us. Pets can help you a lot when you're down.

3

EVERYONE IS DIFFERENT

Our brain is like a wonderful computer. Information goes in through our eyes and ears, and other senses of touch, smell and taste; the nerves pick up the information and send signals that tell us to move in some way or to speak in some way.

Maybe you can hear perfectly, but can't remember what you hear or can't tell rhyming words. You can't hear the difference between sounds like *p* and *t* or *i* and *e*.

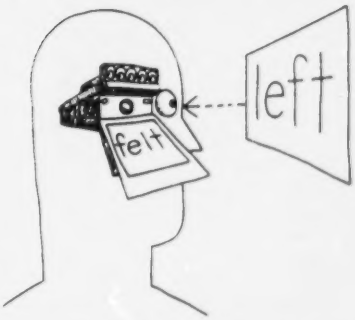
Maybe you can't hear directions . . . or read when there is other noise . . . or can't change what you hear into something to write.

When we have trouble listening, it is as if the wires are crossed in our internal "tape recorder" and . . . the message is not getting in right . . . or it is getting mixed up or forgotten inside . . . or the signal is not sending the right movement or words out.

Maybe you can see perfectly, but can't remember what you see or read or can't see a little word inside a big word. Maybe you can't see the difference between a *b* and a *d* and a *p* and a *g* or can't copy correctly even when the word is in front of you.

Maybe you can't unlock words to get meaning.

When we have trouble with what we see or read. . .

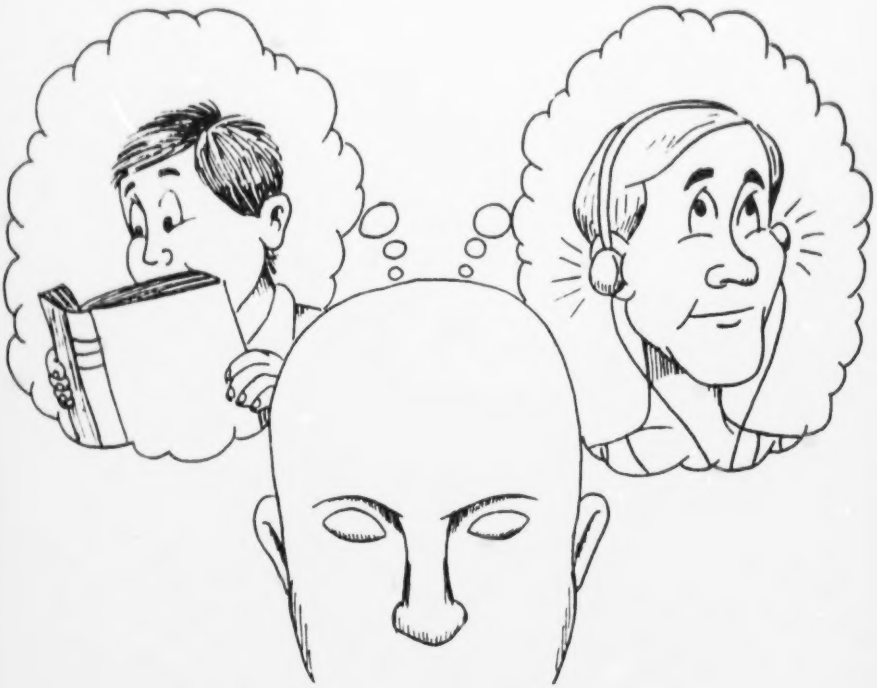


. . . it's as if the wires are crossed in our internal camera and we can't get the right words or sentences.

All this can be pretty frustrating, but there is one important thing to remember: ALL BRAINS ARE NOT THE SAME.

Different people will learn and remember in different ways. Maybe it will help to realize that EVERYONE IS DIFFERENT.

Some people complete a job in a short time. Others take two or three times longer to finish the same task. The point is, everyone can do some things well and some things not so well. Did you ever wonder why some children can tell a good story but can't write one? You may express yourself well when talking but get your words mixed up when writing. Well, these two jobs are handled by different parts of the brain. If one part of your brain is not working so well (a "crossed" wire in the computer), you will probably not do well in the job assigned to it.



Some students would rather see pictures or read a story . . . than hear a story or record. The words and sounds bother them.

Some would rather HEAR. They might remember what they hear more easily than trying to read the same words.

This means if you find out how you learn best—by seeing, hearing, touching (tracing), speaking, or all four, you can try to get your words and much of your information in that way. Chapter 5 tells more about this.

Some people have trouble with directions and can't remember how to get to places.

The thing to remember is: You do not become a "dumb" or "bad" person when you do not do well in some things. There are lots of things you can do well and that's the way it is with everyone. No one is perfect.

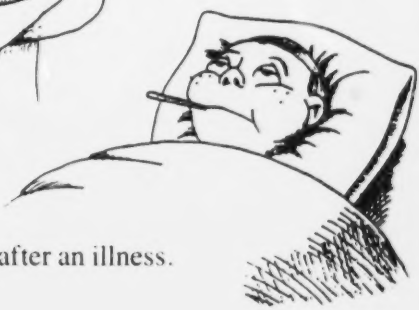
IT'S IMPORTANT TO LIKE YOURSELF.

4

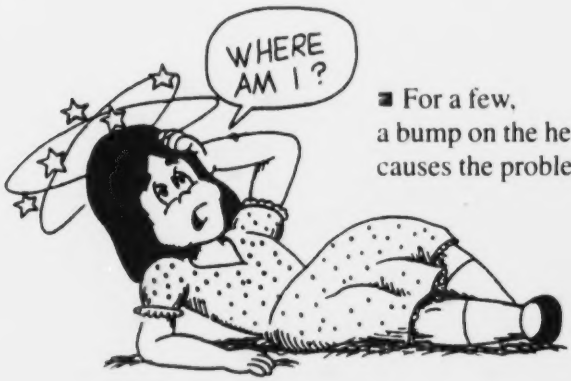
WHAT CAUSES LEARNING PROBLEMS?

Many times a child's brother or sister also has a problem with learning, or a parent may have had trouble learning when he or she was younger.

■ Some people are born with this difficulty.



■ Others get it after an illness.



■ For a few, a bump on the head causes the problem.

GENETIC

For some, the cause is not clear. They just may not learn well and nobody knows why.

Some people think that too much TV prevents children from moving around and learning to use their bodies and from practicing talking, which is important.

Some doctors think that certain people are allergic to things they eat or breathe and this could affect their ability to learn. There are doctors who prescribe medicines that may help some children to concentrate better than to pay too much attention to other things around them.

Others think that eating too much food containing artificial coloring, flavoring, preservatives, or sugar causes some children to be restless. This could make it hard to think and get schoolwork done.

As you grow up you go through different stages. Each stage is important for giving skills you need later to help you walk, talk, read, and write. Skipping a stage for some reason can cause trouble too.

5

WHAT CAN BE DONE TO HELP?

This chapter is for you to discuss with your teachers or parents if you wish.

The senses of sight and hearing are used most for learning and remembering, but for many students these channels are weak. Some may have trouble and frustration with reading and spelling, but can find ways to learn. Here are a few ideas that have worked for others.

1

USE SEVERAL SENSES TOGETHER

Many young people have been helped by an approach that uses the senses of seeing, hearing and touching (tracing) together with speaking. Start with easy sounds and letters then move on to harder letter/sound patterns and words. Practice saying and writing these. To learn more about this method and to find someone near you who can teach it, write to the Orton Dyslexia Society. See Number 12 on page 32.

2

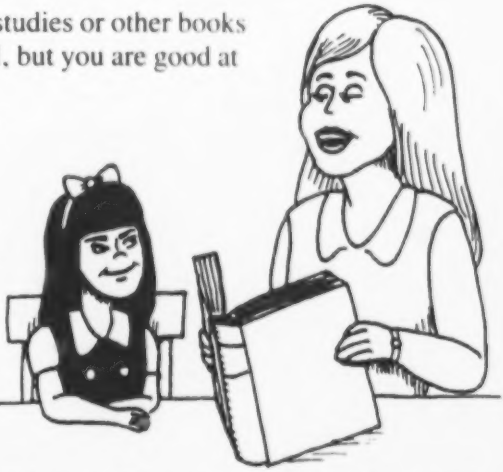
READ ALOUD

Some people understand the words better when they read aloud, but others understand them better when they read silently.

3

GET SOMEONE TO READ

If your science, social studies or other books are hard for you to read, but you are good at remembering what you hear, get someone to read chapters to you. Some of these books are on tape. See Number 9 on page 32 and 13 on page 33 for help in finding the tapes.



Almost half of the people who use Recording for the Blind (RFB) have learning disabilities rather than visual impairments. They learn through listening: You need a four-track tape recorder for these tapes.

4

TYPE YOUR WORK

You may have a hard time putting thoughts down on paper because it is hard for you to think of ideas, form the letters and spell the words all at the same time. Your writing may be poor. Two publishers have typing programs to help this problem. One, listed in Number 3 on page 32, helps improve spelling skills from 1st grade level through high school. Another, Number 4 on page 32, teaches typing and has more practice on skills for use with computers. Write to the publishers for a catalog, then you can decide which one is best for you.

5

USE A COMPUTER

Machines called word processors are like typewriters on computers. They can correct spelling errors and some mistakes in grammar. Best of all, they let you type your thoughts first. Then you can see them and reorganize them by moving the paragraphs around without rewriting. Number 11 on page 32 tells you where to get software that gives special help with spelling, reading, vocabulary, and math.

6

REPEAT THEM ALOUD

If you have trouble remembering spoken directions, repeat them aloud to help you remember. You will probably want to write down homework assignments. Number 2 on page 32 is a place from where listening exercises can be ordered.

To learn map skills and directions, order the material suggested in Number 1, page 32.

7

ANSWER ESSAY QUESTIONS ON A TAPE RECORDER

If you write slowly and your writing is hard for the teacher to read, answer essay questions on a tape recorder. Some students take tests this way.

8

WORK BEHIND A SCREEN

If you are confused by sights and sounds around you, work behind a screen or in an "office."

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9

MAKE MATH EASIER

If **math** is hard for you, try the great new method called **touch math,** which works even better than using your fingers (which is okay). It is easy to learn and helps many students learn to add, subtract, multiply, and divide. To find out about Touch Math, write to Number 10 on page 32.

Some students use **CALCULATORS** for speed.

It's a good idea to learn the facts too, if you can. If you are slowed down in arithmetic because you have a hard time copying the problems from the book, perhaps your teacher or someone in your family could get the pages copied on a **copy machine** to help save time for you.

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

If you find it hard to remember multiplication facts and you haven't yet learned Touch Math, use this **table** to work out problems.

TABLE

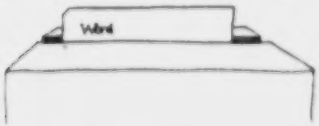
10

STUDY SPELLING IN A DIFFERENT WAY

Say and trace the word at the same time. If the word is easy, such as *stand*, say the sounds. If it is hard, such as *believe*, say the letters. Then erase or hide the word and write it from memory.

Then check yourself. Don't study words by spelling aloud only or by copying. If you are to write words correctly you must practice by writing them without looking.

There are machines that can help you learn spelling and vocabulary words. One such machine is listed as Number 5 on page 32. A word card is put into a slot. You hear the word and see it, then turn the card over and write the word or phrase from memory. You can see that **stretching the memory is important.**



These are all helping ideas, and there are more, such as moving a finger to help your eyes keep the place in reading. While it is good to "get around" problems, students also need to **work on the things that are hard** for them. You will probably have to **work harder** than most people. If you are lucky, your school has a special room just for working in this way. One name for this room is **learning disability resource room**; another is **self-contained L.D.** In these rooms you should get the help you need from a teacher who is trained in this field.

6

HOW YOUR FAMILY AND FRIENDS FEEL

Would you like to know how some families feel and how they get along with a brother or sister who has a learning problem?

It might help to know their point of view.

Some parents give more attention to the child with a learning problem because they are worried about him or her, and the rest of the family may resent this. They might think it's not fair because they want attention too.

Sometimes when parents are trying to teach good manners and a child speaks out of turn or laughs too loud the family is embarrassed. Sometimes a family gets annoyed just because things don't go smoothly. (Things don't go smoothly in **any** family all the time!)

Some brothers and sisters may find it hard to understand that someone else's needs are greater than their own, even for a short time. Even when they understand it, they can still feel left out.

Some people get overly excited when with a group. They become too silly, too active, too restless, and too loud—as if they were wound up.

A parent at a party or a leader of a group may consider this "bad" behavior and become upset or irritated by it. If you can feel yourself getting wound up, try going off by yourself a few minutes to slow down your motor.

When a person is too pushy, others may think that person is being mean, and they may want to play somewhere else or be with someone else. Most people will probably find it helpful to be told when they're overdoing something.

Some parents or others don't know about learning disabilities. They don't think there is really a problem, but believe that the child is just not trying. More information may help them understand. Some resources are suggested in Numbers 6, 7 and 8, page 32.

7

TELLING WHAT IT'S LIKE

Here is what some young people with learning disabilities have to say about themselves...

JACOB

Since I was with you in elementary school, I've gone to junior high school with great difficulty in class. Mostly in junior high I was in small special ed classes with only four to six people. I felt left out from the rest of the school. It helped a little, but it was tough.

After moving, I'm attending high school in Wisconsin where it has been difficult without learning disability help. I've had to work harder than most students to maintain normal grades. It is frustrating, but, as high school moves on, it gets easier in a way. I've played sports and I like to ski.

Success in my life has been my art. This summer I was chosen to attend five weeks in an art college where I received 10 hours of credit for college and I just started my senior year in high school. I'm taking two advanced placement art courses to help me prepare my portfolio for school next year.

I'll be going off to college next fall. I'm going to get a four-year degree in art illustration. After all your hard work—if you stick it out—things will come together and work out for you.

JULIE

When I confide in friends and tell them I am learning disabled, they're always surprised. I look, act and feel the same as everyone else. The only

way that I'm different is in the way that I learn. No one knows that I'm L.D. unless I choose to tell them. As an adult, I have learned to compensate for the areas in which my learning disabilities inhibit me. I know that some tasks and goals will take longer for me than for others and I plan ahead. I have confidence that I can achieve any goal that I set for myself. I have a great deal of strengths and some weaknesses as well. I've learned to accept myself as I am and really feel good about being me—learning disabilities and all.

BRIAN

After practicing law in downtown Chicago for a few years, I achieved my longtime goal of becoming corporate counsel and business manager with a private business. I now work for a computer company and I really enjoy my work. One reason I like my work is that I have to do much less reading than when I worked for a law firm. I continue to use computers to help me write and organize my schedule. Things like reading, writing and organization will always be more difficult for me than for most people, but I am now so used to working around my learning disabilities that I do not even think about them much anymore. My learning disabilities have not prevented me from being happy and satisfied with my career and my life.

My wife and I recently had a baby boy. Although we hope he will not have any of the difficulties I had in school, I know that we can help him learn to overcome any disabilities he might have so that he can grow up happy and successful.

8

THINK POSITIVE!

You now know more about learning problems than most people.

You know there are famous persons who had trouble learning when they were young, but succeeded in spite of this.

You know what a learning problem is and what it is not.

You found that it is not really other things that upset you, but that you upset yourself by thinking negative, irrational thoughts when things don't go right. You learned that constructive, rational thinking can give you more control over your feelings and actions.

We hope you now see that everyone is different and that it's ok to be different.

You know some causes of learning problems.

You know to whom you might turn for help and some ways to help yourself.

You know how your family and friends may feel.

You have heard from students like yourself who are working out their problems.

NOW WE CAN END WITH SOME POSITIVE THOUGHTS . . .

Your brain is like a computer. What you put into it is what you get out of it. You can program yourself toward success if you feed in thoughts such as these:

Who's perfect?
Who said life has to be easy?
I have confidence.
I am smart.
I have faith in myself.
I can accept my errors.
I can concentrate.
I can figure it out.
I can check my work.
I can solve problems.
I can remember.
I can learn.
I can reach my goal.
I can stick to my work.
I can do it.

YES YOU CAN!

RESOURCES–IDEAS THAT MAY HELP

1. **Map Skills for Today Series**
   (Weekly reader practice books—five books for grades 2-6)
   Weekly Reader Corporation
   3001 Cindel Drive
   Delran, N.J. 08370
   (800) 446-3355

2. **Auditory Perception Training ©DLM**
   (Five components, each available in both English and Spanish)
   DLM Teaching Resources
   Post Office Box 4000
   One DLM Park
   Allen, TX 75002
   (800) 527-4747

3. **Type It, Duffy**
   (Linguistic, beginning, touch-system typing manual for Grades 1-12)
   Educators Publishing Service, Inc.
   75 Moulton Street
   Cambridge, MA 02138-1104
   (800) 225 -5750

4. **Keyboarding Skills**
   (Multisensory kinesthetic approach for students in conventional typing classes and computer classes. Grades 3-Adult)
   Educators Publishing Service, Inc.
   75 Moulton Street
   Cambridge, MA 02138-1104
   (800) 225-5750

5. **Language Master Card Reader System**
   Eiki International, Inc.
   26794 Vista Terrace Drive
   Lake Forest, CA 92630
   (714) 457-0200

6. **The Council for Exceptional Children**
   1920 Association Drive
   Reston, VA 22091
   (703) 620-3660

7. **Learning Disabilities Association of America (LDA)**
   4156 Library Road
   Pittsburgh, PA 15234
   (412) 341-1515

8. **National Center for Learning Disabilities**
   99 Park Avenue
   New York, NY 10016
   (212) 687-7211

9. **Marin Puzzle People**
   (Information-referral service and library)
   17 Buena Vista Avenue
   Mill Valley, CA 94941

10. **Touch Math, Inc.**
    Innovative Learning Concepts
    6760 Corporate Drive
    Colorado Springs, CO 80919-1999
    (800) 888-9191

11. **Minnesota Educational Computing Consortium (MECC)**
    (Spelling and Math Programs for use with Apple II micro-computer)
    Brookdale Corporate Center
    6160 Summit Drive, North
    Minneapolis, MN 55430-4003
    (612) 569-1500

    Computer Software
    Anderson, Cross, Stoner
    Reading, Spelling and Vocabulary Skills
    Apple, Commodore and IBM
    Educators Publishing Service, Inc.
    75 Moulton Street
    Cambridge, MA 92138-1104
    (800) 225-5750

12. **The Orton Dyslexia Society**
    Chester Building—Suite 382
    8600 LaSalle Road
    Baltimore, MD 21286-2044

13. **Talking Books**
Available from local libraries or through:
National Library Service for the Blind and Physically Handicapped
Library of Congress
10 First Street, SE
Washington, DC 20542
(202) 707-5100

Illinois Suburbs
Suburban Audio-Visual Service
920 Barnsdale Road
LaGrange Park, IL 60525
(800) 627-0062

Chicago
Illinois Regional Library for the Blind and Physically Handicapped
1055 West Roosevelt Road
Chicago, IL 60608
(312) 738-9210

14. **Recording for the Blind, Inc.**
(textbook taping—four track recorder)
20 Roszel Road
Princeton, NJ 08540
(800) 221-4792

Educational Tape Recording for the Blind, Inc.
(textbook taping—regular tape recorder)
3915 West 103rd Street
Chicago, IL 60655
(312) 445-3533

15. ***National Directory of Four Year—Two Year Colleges and Post High School Training Programs for Young People with Learning Disabilities***
Partners in Publishing
Box 50347
Tulsa, OK 74150
(918) 584-5906

Peterson's Guide to Colleges with Programs for Learning Disabled Students
by C. T. Mangrum and S. S. Strichart
Peterson's Guides, Inc.
Post Office Box 2123
Princeton, NJ 08543-2123
(609) 243-9111, (800) EDUDATA

The Schoolsearch Guides to Schools for Students with Learning Disabilities
The Guide to Private Schools
The Guide to Colleges
Lipkin, Midge, Ph.D.
Schoolsearch Press
127 Marsh Street
Belmont, MA 02178
(617) 489-5785, (617) 489-5641 (Fax)

Unlocking Potential College and Other Choices for Learning Disabled People A Step-by-Step Guide
Woodbine House
5615 Fishers Lane
Rockville, MD 20852
(301) 468-8800, (800) 843-7323

16. **Institute for Rational-Emotive Therapy (IRET)**
45 East 65th Street
New York, NY 10021
(212) 535-0822

17. ***The Learning Disabled Child: Ways That Parents Can Help***
by Suzanne H. Stevens, 1980
John F. Blair, Pub.
1406 Plaza Drive
Winston-Salem, NC 27103
(919) 768-1374

The Dyslexic Child
by Drake Duane and Paul Rome, 1981
The Orton Dyslexia Society
Suite 382—Chester Building
8600 LaSalle Street
Baltimore, MD 21286-2044
(410) 296-0232, (800) ABC-D123

Keeping A Head In School
A Student's Book about Learning Abilities and Learning Disorders
Dr. Mel Levine
Educators Publishing Service, Inc.
75 Moulton Street
Cambridge, MA 92138-1104
(800) 225-5750

National Easter Seal Society
70 East Lake Street
Chicago, Illinois 60601